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ABSTRACT

Acts of three Texas Legislatures have mandated that the schools of Texas provide a program for all public school students, grades K-12, in crime prevention and drug education. To assist schools in formulating a philosophy about and in developing appropriate programs and techniques for drug education and crime prevention programs, the Texas Education Agency has developed a series of supportive publications. The Administrator's Handbook for Crime Prevention and Drug Education is one of this series and is designed to assist educators in developing a comprehensive program for their school district. In an attempt to accommodate the varied program needs of school districts, this guide contains information and activities useful to the Board of School Trustees, Superintendent, and other educators in planning a delivery system for crime prevention and drug education. Because any type of education program requires extensive planning and delineation of goals, objectives, priorities, and alternative ways of achieving objectives, these guidelines provide suggestions and ideas suitable for developing or modifying a crime prevention and drug education program. (Author)

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Administrator's Handbook for Crime Prevention and Drug Education

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ADMINISTRATOR'S HANDBOOK FOR CRIME PREVENTION AND DRUG EDUCATION

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FOREWORD

In 1969 the Sixty-first Legislature, and thereafter the Sixty-third and Sixty-fourth Legislatures enacted legislation that directs the public schools of Texas to establish crime prevention and drug education programs in grades K-12.

The *Administrator's Handbook for Crime Prevention and Drug Education* has been prepared as a guide to assist school district administrators and other educators in planning a delivery system for such a program.

This handbook is the result of an extensive study by staff members of the Texas Education Agency, local school districts, and regional education service centers. It is hoped that this handbook will serve as a useful tool in planning and conducting a program.

M. L. Brockette
Commissioner of Education

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INTRODUCTION

Acts of three Texas Legislatures, Sixty-first, Sixty-third, and Sixty-fourth, have mandated that the schools of Texas provide a program for all public school students, grades K-12, in crime prevention and drug education. To assist schools in formulating a philosophy about and in developing appropriate programs and techniques for drug education and crime prevention programs, the Texas Education Agency has developed a series of supportive publications. *The Administrator's Handbook for Crime Prevention and Drug Education* is one of this series and is designed to assist educators in developing a comprehensive program for their school district.

In an attempt to accommodate the varied program needs of school districts, this guide contains information and activities useful to the Board of School Trustees, Superintendent, and other educators in planning a delivery system for crime prevention and drug education. Because any type of education program requires extensive planning and delineation of goals, objectives, priorities, and alternative ways of achieving objectives, these guidelines provide suggestions and ideas suitable for developing or modifying a crime prevention and drug education program.

The Texas Education Agency booklet A *Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes* is a major planning and program resource. During the last three years, concepts, approaches, and methods found most effective by school districts in Texas and in other states have been collected and compiled in this document. The document is intended to serve as a guideline by which administrators, teachers, students, and community people can determine what may best be implemented or emphasized in the crime prevention and drug education programs in their districts. Since the clients of the educational process are the students, the goals and objectives of the program have been stated in terms of student outcomes; that is, what students should know, do, feel, and think as a result of educational experiences. This publication is the basic document for the program. Each outcome supports one or more of the *Goals for Public School Education in Texas*. All other publications, training packages, and resource materials have been developed to support or enhance the achievement of the student outcomes.

A second component, A *Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies*, can be used as a guideline for specifying teacher training objectives at a variety of levels. Teacher education institutions may use the document to plan preservice training. School districts may use the document as a basis for inservice training and as a guide for hiring policies. Teacher education institutions and school districts which do not have a crime prevention and drug education training program may use the document as a basis for developing a program. Institutions and school districts that are currently operating a program without clearly stated objectives may use it to clarify the purpose of their program. Districts and institutions with programs in operation may use the competencies to evaluate, expand, revise, or shift their program emphasis.

A third component, the *Skills for Living Laboratory*, is a learning package for school personnel designed to enhance basic skills in interpersonal relations and decision-making. This package provides the initial training and orientation necessary to implement a program based on the framework documents. It is anticipated that the experiences provided in this laboratory can be transferred and applied in the classroom, home environment, or group situations.

A fourth component is the *Becoming* series which includes 12 inservice training packages designed to provide in-depth skills to be used as a follow up to the *Skills for Living Laboratory*. These include:

. CLASSROOM MANAGEMENT TRAINING (ELEMENTARY AND SECONDARY FORMS)

The training is designed to give teachers experiential and informational background in needs of students, student-teacher relationships, control of discipline, and uses of motivational devices. Participants will be involved in three phases of activity: training sessions, follow-up planning, and evaluation.

. COMMUNICATION SKILLS FOR THE CLASSROOM

This training package is designed to increase teachers' skills of empathy, respect, concreteness, genuineness, confrontation, and immediacy. A basic component of the training is a pre- and post-test measuring communication and discrimination.

. DECISION-MAKING

A teacher and his/her students work together to learn how to develop auto-tutorial learning packages on the topic of decision-making. An auto-tutorial learning package is a set of written and audiovisual materials arranged as instructional units for individuals or small groups.

. EVALUATION TECHNIQUES IN THE CLASSROOM

The purpose of this training package is to relate evaluation techniques to the process of planning for instruction; it focuses on the need to consider individual needs and interests to designing evaluation. Both cognitive and affective domains will be considered as participants gain skills in matching evaluation strategies to specific behavioral objectives.

. PEOPLE: INTERACTION/REACTION

This training package presents an overview of four humanistic education strategies: values clarification, group process, transactional analysis, and learning activity packages. Each of the four modules in the package are independent of the others.

. SELF-CONCEPT AS AN OPTIMUM PREDICTOR OF SUCCESS

A teacher and his/her students work together to learn how to develop auto-tutorial learning packages on the topic of self-concept.

. SHOW ME SOMETHING BETTER

The underlying assumption of this training package is that, if one wants to prohibit some destructive practice or pleasure, i.e., drug use, one had better have something to replace it. The training focuses on the close relationship between motives and alternatives.

. SMALL GROUP INSTRUCTION

This training experience is designed to help participants, primarily teachers, understand the rationale for using small group instruction as well as to develop the practical skills to implement such a strategy. Utilizing the laboratory approach to learning, the participants will experience six types of small group strategy to which they are introduced.

. STRUCTURING FOR VARIETY: CLASSROOM ORGANIZATION

This training experience is designed to help participants, primarily teachers, understand the rationale for using a multiple activity learning program as well as to develop the practical skills to design, implement, and revise such a program. Utilizing the laboratory approach to learning, participants will experience many of the instructional formats that they will be studying. A variety of media and grouping modes will be utilized throughout the sessions to exemplify the idea of addressing different learning styles.

. SUCCESS: THE BEST INDICATOR OF SELF-CONCEPT

This package contains material for a workshop in which teachers will examine their own self-concepts in terms of needs and communication. In the course of the training, they will analyze their effect on the self-concepts of others, namely their students.

. TRANSACTIONAL ANALYSIS FOR COUNSELORS

This is a self-instructional training program designed for counselors so that they can improve their personal communication skills through transactional analysis. It serves also as a resource guide for conducting individual or group counseling sessions with adolescent students.

A fifth component, the *Learner Inventory for Vital Education (L.I.V.E.)* is a Likert-scale, attitude survey for secondary students that measures certain student outcomes from the framework. The *L.I.V.E.* was piloted in 1973-74 with data indicating the 50 item instrument can be utilized in student needs assessment.

In planning the financial component of the program, guidelines and other information set forth in the Texas Education Agency publication *Administrative Guidelines for Distribution of Crime Prevention and Drug Education Funds to ESC's and LEA's FY 1975-77*, should be utilized. These guidelines set forth the administrative procedures for expenditure of funds by regional education service centers and local school districts.

CHAPTER I

BASIS OF THE ADMINISTRATOR'S HANDBOOK

1.0 General

In accordance with Texas Education Code, Chapter 21, Subchapter D, Sections 21.113 - 21.116 and 21.118 the *State Plan for Administration of the Crime Prevention and Drug Education Program* (September 1974) was developed. The purpose of the document is to communicate the Texas Education Agency's plan for implementing the State Board of Education policy regarding crime prevention and drug education programs at the state, regional, and local levels. Goals and objectives pertaining to school districts have been extracted from the *State Plan* and appear in this *Administrator's Handbook for Crime Prevention and Drug Education* with suggestions and ideas for attaining these goals and objectives.

2.0 Goal

By September 1980, each school district will provide learning experiences for students consistent with the *Goals for Public School Education* adopted by the State Board of Education on October 3, 1970, and revised April 14, 1973, and addressed in *A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes.*

2.1 Objective

By November 1975, each school district will have a plan on file for crime prevention and drug education, as certified in the *Superintendent's Annual Report* and monitored through accreditation, which includes the following:

2.1-1 A needs assessment based on: (Refer to Chapter V)

- The degree to which *Desirable Student Outcomes* are being achieved.
- Direct input from a representative sample of the following groups: students, parents, teachers, pupil personnel services staff, principals, and central administrative staff.
- An annual survey.

2.1-2 Statement of goal such as the following:

"The _____ Independent School District will provide learning experiences for students consistent with the *Goals for Public School Education* adopted by the State Board of Education on October 3, 1970, and revised April 14, 1973, and addressed in *A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes.*" (Additional goals should also be developed.)

2.1-3 A listing of the *Desirable Student Outcomes* that have been identified by the needs assessment and which will be addressed.

2.1-4 Objectives. When school districts are determining objectives and priorities, there are several areas that should be included as an integral part of an effective crime prevention and drug education program. These are:

- Curricular
  - By program areas
  - By level
- Extracurricular (by level)
- Pupil personnel services (guidance, visiting teachers, school health, and school psychologist)
  - Developmental needs of all students
  - Early identification and program planning of high-risk potential drug abusers and juvenile delinquents
  - Cooperative identification and/or referral of known drug abusers and juvenile delinquents
- Staff Development (which supports the *Desirable Teacher Competencies* and syllabus of training requirements for)
  - School district coordinator
  - Building coordinator
  - Teachers responsible for crime prevention and drug education
  - Pupil personnel staff
  - All staff
- Community Involvement
  - Parent education
  - Interagency cooperation
  - Public awareness

2.1-5 Strategies and activities to support each objective (refer to Chapter III)

2.1-6 Resources for each objective to include manpower, materials and financial requirements (refer to Chapter III)

2.1-7 Time sequence for each objective (refer to Chapter IV).

2.1-8 Evaluation based on:

- Degree to which each objective is being achieved
- An annual review (evaluation information provides needs assessment data for the following year)

2.2 Objective

By November 1975, each school district superintendent will assume or designate the coordination of the crime prevention and drug education program as indicated in the *Superintendent's Annual Report*, accreditation records, and coordinator's attendance at training sessions specified by the Texas Education Agency.

2.3 Objective

By September 1976, each school district will have adopted the plan for crime prevention and drug education as school board policy and indicated in the *Superintendent's Annual Report* and accreditation records (refer to Chapter VI).

3.0 Goal

Each school district will plan and carry out inservice training programs to develop teacher competencies defined in *A Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies* which will enable at least 75 percent of the teachers to develop competencies necessary to implement these learning experiences by August 1978.

3.1 Objective

Beginning in November 1975, each school district coordinator will training sessions specified by the Texas Education Agency.

3.2 Objective

Beginning in November 1975, each school district will provide for annual instruction sessions for all staff members as specified in the district's annual plan and the district coordinator shall maintain auditable records of participation.

CHAPTER II

DISTRICT COORDINATOR

1.0 General

Many people will be involved in the crime prevention and drug education program and will make important contributions to the program, yet it is critical that one person have the responsibility and authority to direct, coordinate, and monitor the overall program. This person, the district coordinator, will be faced with many unusual situations and problems, but will probably be most effective if the following critical administrative problems are resolved at the inception of the program.

1.1 The board of education, superintendent, and school principals are fully committed to the program.

1.2 Administrative responsibility for the program is delegated to the district coordinator and all key school personnel so advised.

1.3 The district coordinator's responsibilities and role are specified, clarified, and understood.

1.4 The place of the program, how it fits into the curriculum, and the amount of time permitted for it at various grade levels are established.

2.0 Basic Elements

Although the role and scope of the district coordinator may vary from school district to school district there are certain basic elements with which all coordinators will be concerned. These are planning, coordinating, facilitating committee activities, keeping people informed, evaluating, and managing.

3.0 Pre-Planning

The district coordinator should meet with the superintendent and key staff to:

3.1 Review and make sure that the Board of School Trustees' policy statement and the superintendent's implementing goals and instructions are clearly understood.

3.2 Determine the limits or parameters of the program. Does it affect the entire school system, several buildings, or a single grade level? Does it deal with one specific subject area or does it deal with broader concepts?

3.3 Determine the start and completion dates for the program. In addition, discuss and tentatively assign a broad time schedule for the major parts of the program.

3.4 Discuss the role of the district coordinator and building coordinators, their responsibilities, authority, and a thorough understanding of position in the organizational structure (refer to Appendix A).

4.0 Planning/Advisory Committee

The unique problems and tasks associated with the development of effective crime prevention and drug education program demand careful planning and the key to this is a planning/advisory committee consisting of competent and dedicated persons. Qualities found in individuals who most frequently make maximum contributions to committee work are:

- Cooperative
- Able to listen
- Emotionally stable
- Able to solve problems and suggest new answers
- Empathetic
- Spontaneous
- Able to accept self and others

4.1 During the first committee meeting the superintendent, principals, and appropriate key staff should be present. This adds prestige to the meeting and also permits visibility and interaction by all in attendance.

4.2 At this meeting the superintendent and/or other staff members should:

- Discuss and clarify the philosophy and goals of the crime prevention and drug education program.
- Discuss the reasons for selecting the committee members.
- Discuss and clarify the committee's assignment.
- Discuss responsibilities and time restraints.
- Discuss and ensure that each committee person understands the task and individual requirements.
- Discuss the district and building coordinator's roles and responsibilities.

4.3 At the next meeting, one of the first orders of business should be the development of the committee into a team with common goals and acceptable norms. In a group like this, members make more effort to reach an agreement and interaction is more effective. (An excellent guide for all types of committee activities is the Texas Education Agency booklet *Assignment: Committee.*)

4.4 Review policy statements and goals established by the school board and superintendent to ensure that all members of the committee clearly understand the intent and requirements of both.

4.5 Review and discuss responsibilities of the committee, time restraints established by the superintendent, and the commitment and requirements for each individual on the committee.

5.0 Needs Assessment and Developing Objectives

In order to design a workable format for the program, it is necessary to determine where the program is now in relation to what the program will try to achieve (goals). When what is actually happening is below or less than that which is expected, a need exists.

5.1 When determining needs and priorities there are several areas that should be considered as an integral part of an effective crime prevention and drug education program. These are:

5.1-1 Curricular

- By program areas
- By level

5.1-2 Extracurricular

- By level

5.1-3 Pupil personnel services (guidance, visiting teachers, school health, and school psychologist)

- Developmental needs of all students
- Early identification and program planning of high risk potential drug abusers and those involved in juvenile crime.
- Cooperative identification and/or referral of known drug abusers and juvenile delinquents

5.1-4 Staff development for:

- District coordinator
- Building coordinators
- Teachers directly involved in the program
- Other teachers when appropriate
- Pupil personnel staff
- Other staff when appropriate

5.1-5 Community involvement

- Parent education
- Interagency cooperation
- Public awareness

5.2 Needs assessments may be conducted to determine what objectives the school district should focus upon in developing its crime prevention and drug education program or an assessment might be conducted to determine what objectives the fourth grade crime/drug program should try to achieve. Although there are a number of procedural differences between conducting such assessments at different levels in the educational system, the basic strategy is the same. This four part strategy is as follows: (refer to Chapter V.)

5.2-1 List the possible objectives that might be involved in the needs assessment.

5.2-2 Determine the relative importance of the objectives.

5.2-3 Assess the degree to which the important objectives are being achieved by the existing program.

5.2-4 Decide which of the discrepancies between present performance and objectives are the most important to correct.

5.3 Once the district coordinator and committee have determined the major objectives around which the program should be built, the next step is to develop sub-objectives that enable each major objective to be accomplished. These objectives may relate to administrative, support, instructional functions, or learner outcomes and might describe the function in measurable, behavioral terms. Each objective should be written to reflect the following:

5.3-1 Audience. Who is going to accomplish the task--the person responsible for doing?

5.3-2 Behavior. Expected behavior of the audience--what action will be accomplished?

5.3-3 Conditions. Under what conditions will the behavior be performed (what resources will be used, time limitations)?

5.3-4 Degree. The measure to determine the objective has been reached or an acceptable performance level has been attained.

5.3-5 Examples of the various types of enabling objectives are:

- Administrative Objective

"The district coordinator will prepare and distribute program progress reports prior to November 15, January 15, March 15, and May 15 as evidenced by a record of distribution and file copies."

- Support Objective

  "Each building coordinator will distribute to all teachers a list of appropriate movies and film strips prior to September 20, 1975, as documented in the coordinator's weekly report."

- Instructional Objective

  "Each sixth grade teacher will involve the students in weekly group decision-making tasks and exercises, at least 30 minutes each week, as evidenced by the teacher's daily log."

- Learner Objective

  "Upon completion of the school year, ninth grade social studies students will indicate disagreement with statements tending to stereotype beliefs and behavior of people within cultural groups, and agreement with statements suggesting that individuals vary significantly within such groups as measured on the Group Description Scale test."

6.0 Developing a Plan

Once the objectives around which the program will be built are stated, the planning phase begins. Several important areas need to be considered at this time with the first consideration that of defining the nature of the planning activities. The major facets of this will be developing the purposes, stating the goals, and establishing the scope. Because the planning for each school program will be unique, one method of planning might be very feasible in one district while a combination of methods might be more appropriate in another district. Therefore, these guidelines will not attempt to specify each method but rather to provide general information and check lists which include approaches or tools that can be applied to program planning (refer to Chapter III).

7.0 Time Sequencing and Controlling

Since the program is inter-disciplinary in nature, requiring the participation of various separate units within the school system, it is very possible that the normal sequence of activity in some areas may be disturbed. Problems of this type and other temporal concerns can usually be reduced or eliminated with proper time sequencing of program activities. The total program is a synthesis of many small parts and, therefore, it is essential that a procedure be developed to determine whether or not planned activities and processes have commenced, are proceeding as planned, and are producing at an appropriate rate (refer to Chapter IV).

8.0 Evaluation

Educational evaluation is the process of determining the kinds of decisions that have to be made; selecting, collecting, and analyzing information needed in making these decisions; and then reporting this information to decision makers and other appropriate persons. In support of this, a crime

prevention and drug education program will usually have five evaluation phases: needs assessment, program planning, implementation evaluation, progress evaluation, and outcome evaluation. These evaluation activities are stated in a sequence corresponding to the usual development and operation of your program although some activities, especially implementation and progress evaluations, may be overlapping in time. The unique aspects of your community and school district, status of on-going crime prevention and drug education efforts, and capabilities of the person responsible for evaluation activities will determine the extent to which each evaluation phase is implemented. The following is a brief description of various evaluation phases: (An excellent reference is the Texas Education Agency booklet *Evaluation Plan - Model.*)

8.1 Needs assessment involves stating potential educational goals or objectives, deciding which of these are of highest priority, and determining how well the existing program is meeting these objectives. This latter information is then used by the decision maker to identify the major needs so that it can be decided which ones should be attacked.

8.2 Program planning involves making decisions about the kinds of programs or combinations of programs (or program components) that should be adopted to meet the problems identified in the needs assessment. Thus, a series of decisions are made about how the needs might best be met with the resources available to do the job. This activity usually involves a series of planning meetings that should result in a written document describing how the program intends to achieve the desired objectives.

8.3 Implementation evaluation focuses on whether the procedures specified in the program plan are actually carried out in the intended manner. Thus, it involves investigating the degree to which the program plan has been adapted to the field situation.

8.4 Progress evaluation is aimed at determining the extent to which the program is actually making gains toward achieving its objectives. Since a program may be implemented exactly as planned but still not reach its intended objectives, it is necessary to investigate whether the plan is really a good one to achieve the needs. Further, it is obviously wasteful to install a program in a school in the fall and then wait until spring to learn that it failed or that it might have been improved if corrective action had been taken earlier.

8.5 Outcome evaluations lead to final judgments regarding the general worth of a total program (as opposed to progress evaluations that deal mainly with program components and are done continuously throughout the program's life).

CHAPTER III

PROGRAM PLANNING CHECK LIST

1.0 Nature of Planning Activities

1.1 Develop the purposes

1.1-1 Identify the basic purposes of the program.

1.1-2 Describe the relationship of the program to the overall school program.

1.2 State the goals

1.2-1 Reiterate the goals previously set for the program.

1.2-2 Formulate a clearly written statement of goals for the planning phase.

1.3 Establish the scope

1.3-1 What are the parameters of the program?

1.3-2 What will be the extent of the program design?

1.3-3 Will the program affect the entire district, one specific school?

2.0 Alternatives

2.1 Identify alternatives.

2.1-1 What are the different ways by which the objectives could be achieved?

2.1-2 Are there variations of a previously used approach?

2.1-3 Are there new techniques that can be used?

2.1-4 Give consideration to the possible disturbing effect of the program--particularly with respect to the human element and corresponding resistance to change.

2.2 Limit alternatives

2.2-1 Do objectives indicate one type of strategy will predominate?

2.2-2 What results have others had?

2.2-3 Is there sufficient time?

2.2-4 How do alternatives compare in terms of results achieved for money spent?

2.2-5 How do alternatives compare in terms of probability of success?

2.2-6 What are the advantages and disadvantages of each approach?

2.3 Select approach

2.3-1 Will it achieve stated goals and/or objectives?

2.3-2 Does this approach have utility for other goals and/or objectives?

2.3-3 Is this approach the most effective means of meeting the need?

2.3-4 Rank order alternatives for final selection.

3.0 Activities and Resources

When the final selection of approaches is made, the next step consists of determining the resources required and the way these resources are to be organized to achieve the objectives of the program. Although good planning does not insure satisfactory implementation of the program it invariably reduces the risk of major problems developing as the program progresses.

3.1 Initial phase (before students are involved, other than those that are committee members).

3.1-1 In order to deliver the program in the classroom it is necessary to have curriculum materials, training aids, trained teachers, etc. For your unique program check each task or activity with these questions:

- What must be done first?
- What can wait until last?
- What tasks are dependent upon completion of other tasks?
- What tasks require special skills or special resources? Are they available or must they be obtained externally?

3.1-2 Specify activities to be performed during this phase. Group the activities on the basis of interest, use, time, area of involvement, or any other appropriate criterion.

3.1-3 Some members of the committee and others as required should form a curriculum sub-committee to review curriculum in use,

from other schools or education agencies and commercial companies. Listed below are suggested criteria to follow in selecting curricular materials:

- Is it suited to the objectives, methods and purposes of the teaching unit it is to support?
- How can the material best be integrated into the planned instructional program?
- Is it appropriate for the students age, grade level, social needs, etc.
- Does it provide for and support personal group decision-making, values clarification and/or interpersonal relations?
- Is it designed to allow ample time for class discussion?
- Can it be readily incorporated into existing courses, grade levels, or subject areas.
- Concepts and objectives should be sequenced in order to prevent needless repetition and duplication of efforts. Their placement in the curriculum must be considered. The organization can be by levels (K-3, 4-6, 10-12) or correlated within disciplines. Many other forms, shapes, organizations, patterns of clusters are possible.

3.1-4 After the curriculum has been chosen it will be necessary to determine the supportive resources needed (materials of instruction)?

- What films, filmstrips, records, cassettes, pamphlets, books, articles, video tapes, special aids and other materials are needed to support the curriculum?
- Are any of the above available within the school district or education service center? If not available can they be borrowed, leased or purchased? What are delivery lead times?
- What type of special equipment (projectors, tape players, etc.) are needed? Is it available within the school district or education service center? If not, can it be borrowed nearby, leased or purchased? What are delivery lead times?
- What graphic and reproduction supplies and equipment are needed?

3.1-5 The key to the success of any instructional program is the teacher, and in the crime prevention and drug education

program this is especially true. Because most programs will use the *Desirable Student Outcomes* that stress decision-making, including values clarification; interpersonal relations; attitudes toward and knowledge about crime and juvenile delinquency; and attitudes toward and knowledge about drugs teachers will need highly developed competencies. In a program embracing these concepts the teacher serves as a role model of the behaviors necessary to cope with the needs of a changing society. To support such a program, teacher inservice training activities must be developed to include the development of competencies that focus upon intrapersonal awareness. *Desirable Teacher Competencies* is an excellent resource to use in determining teacher competencies and detailing training efforts to develop those competencies. In establishing minimum teacher qualifications for the program and inservice training activities these guidelines might be helpful:

- Using the *Desirable Teacher Competencies* select competency areas that support the learner outcomes, curriculum, overall goals of the program and needs of the teachers.
- Identify those competencies already mastered by the teachers.
- Select competencies that can be developed in a short time period (1-3 days of training).
- Design strategies to develop the competencies selected.
- Identify those competencies that can be developed only by long term effort.
- Design flexible long term strategies for those competencies.
- Determine the equipment, supplies, training aids, resource materials, and space needed for the training program.
- Determine the types of instructors or facilitators needed.
- Utilize the *Skills for Living Laboratory* training package for teachers (available through your education service center) for developing competencies in communications skills, leadership, decidion-making, and planning.
- To develop further skills use the various modules of the *Becoming* training series (available through your education service center) which cover such areas as: classroom management training, evaluation techniques in the classroom, small group interaction, people: interaction/reaction, etc.
- Design other learner activities that support the curriculum and other needs.

. Develop an evaluation device so that at the end of the training session you can determine: how you did in terms of meeting the learning objectives, how you did in terms of meeting the needs of the participants, and what needs to be done in future training sessions to develop or build on to appropriate teacher competencies.

Student Outcomes

PLANNING GUIDE

Objective for: _____ CURRICULAR _____ EXTRA-*CURRICULAR* _____ STAFF *DEVELOPMENT* _____ PUPIL *PERSONNEL* SERVICES _____ COMMUNITY *INVOLVEMENT*

Level: _____ Program Area: _____

OBJECTIVE(S)	STRATEGIES/ACTIVITIES	RESOURCES	TIME SEQUENCE	EVALUATION

CHAPTER IV

TIME SEQUENCING AND CONTROLLING

1.0 General

1.1 Time sequencing consists of stating and developing (graphically) essential steps in the program. It also provides a means of showing the flow and interrelationships of steps and accompanying decisions.

1.2 Time sequencing is a process by which the district coordinator can organize key facets to be considered, show a time line which is useful for monitoring program implementation and progress, and forces realistic planning at each key point of the program.

1.3 Controlling is the process of determining whether or not actual operation is proceeding as desired and of taking appropriate action as needed to facilitate progress toward the completion of an activity considering its goals and objectives.

1.4 Controlling consists of establishing a system of checks on certain key operations and procedures so that mistakes or deviations from the charted line of action becomes immediately apparent.

1.5 Time sequencing and controlling:

. Make your program happen as planned.

. If it does not happen when and as planned, controlling provides timely warning so that immediate action can be taken.

2.0 Advantages to Using a Time Sequencing System

2.1 Creates a realistic--easy to communicate plan for completion of a project.

2.2 Predicts time.

2.3 Calls attention to areas where there may be uncertainties of performance.

2.4 Provides information about program resources that are not being fully utilized.

2.5 Stimulates many alternative methods of planning and scheduling a program.

2.6 Provides for frequent status reports which would allow a greater degree of control of the program.

3.0 Areas of Usage

This technique is useful in administration of those types of programs that are either new or being implemented in phases. It is especially useful in projects for which the time span is long, or in which objectives or resources may be modified during the life of the project.

4.0 Implementing a Network

4.1 Items to keep in mind when designing the network

4.1-1 Are the program objectives clearly specified?

4.1-2 Have the major activities to be performed been identified and listed?

- Have the resources needed to complete these activities been identified?
- Will these resources be available when needed?
- Have constraints to the program been identified and planned for?
- Has additional time been scheduled for events in which there may be difficulty controlling?

4.1-3 Have realistic estimates of time expenditures been made for each of the major events?

4.1-4 Have deadlines been set for making decisions concerning the program and related to the major events which are involved?

4.1-5 Are provisions made for flexibility in operation?

4.1-6 Is there a definite chronology to the events which are to occur?

4.2 Drawing the Network (one example)

4.2-1 Utilizing the list of the major activities to be performed

- Number or mark them in chronological order by asking the following questions:
  - What events and activities must of necessity be accomplished before others?
  - What events and activities cannot be accomplished until another activity is accomplished?
  - What events and activities can be accomplished concurrent to other events?

- Specify the time periods necessary for each of these to be completed.

- Designate those events or activities which are most flexible in the network for future reference.

- Identify constraints with events and activities.

4.2-2 Using a chart, place the events which must be done before another can occur in chronological order. Place the time duration by each event.

4.2-3 Determine from 4.2-1 above, events which may parallel the major events graphed which conflict in resource utilization and place these on the chart.

4.2-4 Determine from 4.2-1 events which may parallel the events now on the chart which do not conflict in resources utilization.

- Check resources against paralled events to insure capability to perform tasks designated.

- Place these on the chart.

4.2-5 Re-evaluate the program

- Have provisions been made to eliminate constraints to the program?

- Are the parallel activities capable of being completed with a minimum risk of conflict of resources/events?

- Are there any activities listed whose accomplishment might be desirable but not essential which can be eliminated?

- Are there areas where a reallocation of resources, increase or decrease, may be possible thereby lending support to some other phase of the program?

- Are there any activities that may be broken into smaller segments and reallocated to other time--event designations--thereby allowing for another type resource allocation?

4.3 Time Reduction Techniques

- Reduction of the expected time of activities

- Elimination of some parts of the program.

- Transfer of some resources from slack to more critical areas of need.

- Addition of resources.

- Substitution of one activity/event for another.

5.0 Controlling

5.1 Facilitation of Operations

5.1-1 Creates the setting - provision of supplies, legal details, procuring personnel, support equipment, etc.

5.2 Operations: Control of

5.2-1 People and tasks directly involved in the carrying out of an activity.

5.2-2 Outside groups or persons having an effect on the operations of people and their performance in the carrying out of an activity.

5.3 Identifying areas of crucial decision points affecting the quality, quantity, and timing of the activities of the program. Keep the decisions to be made as simple as possible.

5.4 Develop reporting procedures which determine the extent to which the activities are proceeding according to plan and make provisions for reporting progress on or before the decision points.

5.5 Evaluate the reports and determine correlative actions.

5.6 Utilizing the correlative information, identify and make provisions for possible corrections or modifications which may be made at key decision points to bring activities into line with plans or revisions thereof with a minimum loss of effort.

5.7 Establish provisions for evaluation of any corrective action taken.

5.8 Construct a communication mechanism whereby program personnel can communicate with the district coordinator and building coordinators on a regular and emergency basis. This step is essential from a coordination standpoint.

5.9 Solidify all target dates for elements of the program and ensure that these are agreed upon by the affected program personnel. This serves the purpose of providing a time-plan for all participating personnel.

5.10 Utilize all sources of feedback to compare "progress" with the plan--such that deviations can be quickly noted. When deviations occur, initiate corrective action.

5.11 Feedback Checklist

5.11-1 Have provisions been made for reporting the progress of tasks in terms of quality, quantity, and timing?

5.11-2 Have these reporting deadlines been selected carefully so as to allow an orderly transition of change if necessary to do so?

5.11-3 Is the information asked for in the reports adequate to make the decision or decisions necessary?

5.11-4 Does the frequency of reporting hinder or facilitate progress of the program?

5.11-5 Is this program of new design which may require a new system of reporting or could previous reporting systems be modified or used?

CHAPTER V

NEEDS ASSESSMENT AND DEVELOPING OBJECTIVES*

1.0 Develop possible objectives that might be used in the needs assessment.

Objectives are specific understandings to support the goals. Each objective states the audience, expected behavior, conditions, and degree, a course of action, serves as a guideline, and is open to verification by others. The crime prevention and drug education program that is intended to be implemented must be clearly described. (An excellent reference is the Texas Education Agency booklet *Performance Objectives: A Self Instructional Booklet.*)

1.1 Prepare a set of potential objectives (50-150). There should be enough to ensure adequate coverage (whenever possible objectives should be stated in behavioral terms). Some sources of objectives are:

1.1-1 *State Plan for Administration of the Crime Prevention and Drug Education Program,* Texas Education Agency, September 1974

1.1-2 Texas Education Agency booklet *A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes*

1.1-3 Texas Education Agency booklet *A Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies*

1.1-4 Parental and community concerns regarding juvenile crime and drug abuse identified in newspaper, radio and/or TV presentations

1.1-5 School records and reports that reflect attendance, discipline, problem areas, etc.

1.1-6 Teachers' reports and comments

1.1-7 Students' requests and comments

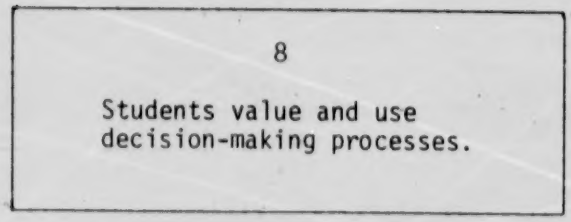
1.1-8 Results of the *L.I.V.E.* administered to local students

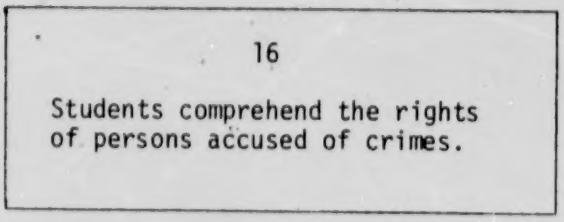
1.1-9 Texas Education Agency booklet *Basic Learner Outcomes for Career Education*

1.2 Have the objectives reviewed by four or more committee members to ensure comprehensiveness and clarity.

1.3 Write the final set of objectives on cards, one objective per card. Number each objective for ease in recording the ratings. Two illustrations of objectives appear on the next page.

*One method of conducting a needs assessment





2.0 Determine the relative importance of the objectives.

2.1 Select raters based upon the scope of the needs assessment and expertise required.

2.2 Have the objectives rated for importance.

2.3 At the conclusion of the ranking process, prioritize the objectives based upon raters scores and frequency. Objectives with the highest average ratings should be classified as most important objectives on which data should be collected.

3.0 Assess the degree to which the important objectives are being achieved by by the existing program

3.1 First, the objectives on which data should be collected must be determined since it is unlikely that information could or should be collected on all of them. In determining these objectives, six major factors must be considered:

3.1-1 Rated importance of the objective. The higher the final average rating, the more likely performance on it should be assessed.

3.1-2 Cost of collecting and analyzing the data relative to the available funds. It may be better to assess performance on five moderately important objectives than on just one very important one if limited funds require making such choices.

3.1-3 Quantity and quality of data to be collected. Is the available sample large enough to ensure reliable data? Can the data be complete for all individuals in the sample? Will the data collected be credible or will its quality cause it to be considered questionable?

3.1-4 Feasibility of collecting the data. The time and resources needed to collect the information must be considered. For example, is a computer necessary? Is it legal to use a particular measure? Do we have the trained personnel to do it? Does it take too much student time? Etc.

3.1-5 Certainty of the results. It is usually unnecessary to collect information about performance on an objective if one is quite certain what the outcome will be. One exception to this rule might be if the data were needed for some other purpose, such as providing accurate baseline data or convincing potential doubters.

3.1-6 Likelihood of improvement on the objective. Data on present performance levels on a given objective are needed only if performance on that objective can be improved. For example, knowledge of the history of art may be an objective, but the school may not have someone qualified to teach the course.

3.2 When the objectives to be assessed have been determined, information about the student performance on these objectives must be collected. The purpose of collecting this information is to determine the size of the discrepancy between actual and desired performance. This information is needed to select the objectives on which programs should focus. In other words, to identify the major needs, information is necessary about both the rated importance of each objective and the level of current achievement. The reason for this is that new programs should aim at those objectives which are rated as important and on which present performance is well below the desired level. Each objective, therefore, should contain a statement of "desired" performance levels.

3.2-1 The person(s) deciding on desired levels (or standards) will usually be the person(s) rating the objectives. For example, if district goals are at issue, parents might be heavily involved in setting the standards. On the other hand, if the objectives are limited to a specific program within a school, the standards will probably reflect the views of teachers, principals, students, and consultants.

3.2-2 The process of setting desired performance levels is a difficult one at best.

- It is often made even more difficult by having to set standards for various subgroups, such as students in different grades and levels.

- It is especially difficult in the area of affective goals and objectives, although clear statements of them often help to alleviate the problem.

3.2-3 Standards on each objective can often be set more easily after determining how performance on them will be measured. It is important to reiterate that behavior and not test performance is of prime importance.

3.2-4 Even before a needs assessment is formally begun, present performance levels may be known. This information may have been provided through the publication of standardized scores. In fact, such information often stimulates a needs assessment in the first place. When interpreted properly, such information may be used in providing a frame of reference for setting realistic performance levels.

3.3 The district coordinator should be responsible for the actual data collection process. Some factors that should be considered in collecting information are:

3.3-1 If a school or school program is being evaluated, it is generally not necessary to test every student with every measure since only group averages are needed.

3.3-2 Some obtrusive measures interfere with the measurement process itself. For example, when students know that their answers to attitude items will have an impact on the curriculum, it may be desirable to use unobtrusive indices, such as attendance records, incidence of vandalism and theft, etc.

3.3-3 Sources other than tests and records should be used to collect pertinent information.

3.4 Process objectives as well as student performance objectives may often be of interest to the decision maker. For example, information may be wanted on the extent to which teachers encourage students to perform better. Special data collection techniques are needed to examine such process objectives, but it is still necessary to set desired performance levels on them.

4.0 Decide which of the discrepancies between present performance and objectives are the most important to correct.

The purpose of this step is to determine which of the highest-rated objectives should receive priority. This is the final step in identifying and selecting the major problem areas. This step requires two types of information:

- The rated importance of the objective

  (Ratings as obtained from the data selection stage of the needs assessment.)

- The discrepancy between present and desired performance levels on each objective

  (Discrepancies as identified via the data collection phase of the needs assessment.)

CHAPTER VI

DEVELOPMENT OF A CRIME PREVENTION AND DRUG EDUCATION POLICY AND PROGRAM

1.0 Drug/Crime policies are statements that define the nature of prevention programs, specify services which the school system is realistically able to offer, and may reflect educational responsibilities in intervention and enforcement activities. The district's annual plan for crime prevention and drug education should be adopted as school board policy and indicated as such in the *Superintendent's Annual Report.*

2.0 Drug/Crime policies should also be sensitive to and reflect community needs. The social and educational philosophy of the Board of School Trustees will be most valuable in spot-lighting community needs. The process of clarifying these needs, as an expression of gaps between desirable standards and existing conditions, provide a workable understanding of the schools' responsibilities in the total community blueprint for action.

3.0 Drug/Crime policies may also include guidelines to be used by school personnel in the event an individual is apprehended while committing a crime or using/distributing drugs on the premises and, if appropriate, off premises. In general, policies should ensure proper disposition of cases involving students, teachers, and all other school staff.

4.0 Board policies, as a reflection of the district's annual plan, should spell out what schools want to accomplish in light of these and other criteria:

4.1 Present and projected needs of the students

4.2 Present and projected needs of the community

4.3 The economic, social, and cultural characteristics of the school population

4.4 The extent of youthful social maladjustment, delinquency, and crime in the school and community

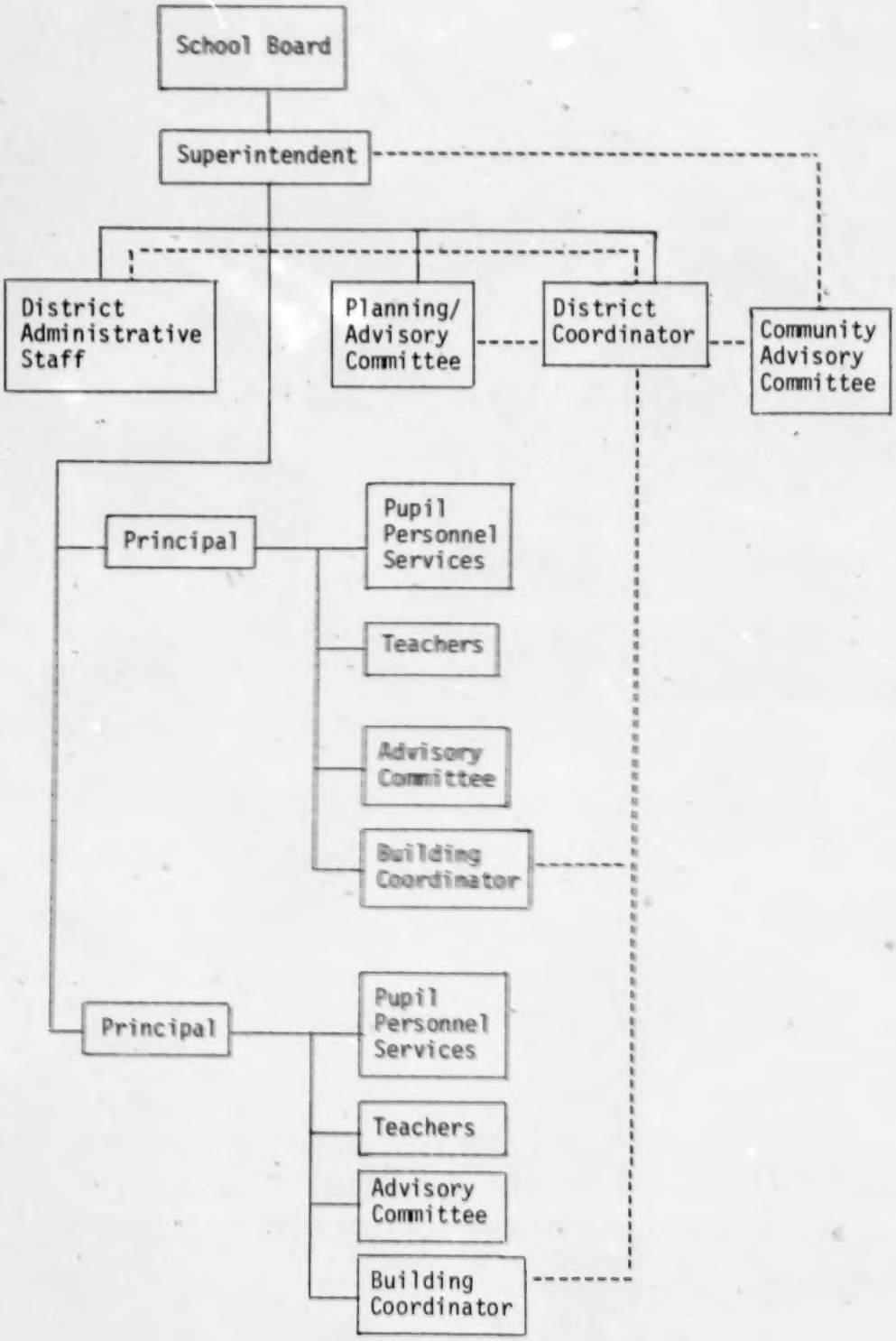
4.5 Leisure time activities

4.6 Regulations from the Texas Legislature and Texas Education Agency.

APPENDIX

APPENDIX A

SUGGESTED ORGANIZATIONAL STRUCTURE
FOR A CRIME PREVENTION AND DRUG EDUCATION PROGRAM



Major regulatory matter affecting drug education and crime prevention services and programs.

Texas Education Code, Chapter 21, Subchapter D, Sections 21.113 - 21.116 (House Bill 467, Sixty-first Legislature)

21.113 Dangers of Crime and Narcotics

The Central Education Agency shall develop curricula and teaching materials for units of study on the dangers of crime and narcotics. The units of study shall be required for all students each academic year for grades 5 through 12.

21.114 Advisory Commission

(a) The Crime and Narcotics Advisory Commission is created. The advisory commission is composed of nine members, who shall serve for terms of two years expiring January 31 of odd-numbered years.

(b) The governor shall appoint three members of the commission with the following representation:

(1) a licensed physician;
(2) an official of the Department of Public Safety;
(3) a narcotics official from the Federal Bureau of Narcotics and Dangerous Drugs

(c) The lieutenant governor shall appoint three members of the commission, with the following representation:

(1) an official of a local-level law enforcement agency;
(2) a group social worker; and
(3) a public school superintendent in a city with a population of over 200,000 according to the last preceding federal census.

(d) The speaker of the house of representatives shall appoint three members of the commission, with the following representation:

(1) a businessman;
(2) a college student who is either a senior or a graduate student; and
(3) a juvenile judge who serves in a city with a population of over 200,000 according to the last preceding federal census.

(e) The advisory commission shall meet when the chairman deems necessary. The commission shall elect its chairman, vice chairman, and any other officers it deems necessary. The commission shall adopt rules to govern the conduct of its business.

(f) Members of the commission shall serve without compensation, but each member is entitled to reimbursement for actual and necessary expenses incurred in performing his duties, as provided by legislative appropriation.

21.115 Duties of Advisory Commission

(a) The advisory commission shall:

(1) advise and assist the Central Education Agency in developing curricula and teaching materials for a course on the dangers of crime and narcotics;
(2) advise and assist the Central Education Agency in designating the number of hours that the course shall be taught; and
(3) assist local citizens' groups formed to combat unlawful use of and traffic in drugs and narcotics.

(b) The commission shall develop a research program designed to measure the effectiveness of the commission's activities and shall prepare a research report annually to facilitate planning and development.

(c) The commission shall cooperate and coordinate its activities with any other state agency or legislative committee or commission that is investigating or studying drug and narcotics activity, availability, or use in Texas.

21.116 Instruction Sessions for Teachers

(a) In order to keep the teachers abreast of the latest developments in the subject matter, the Central Education Agency, with the cooperation of the advisory commission, shall provide by regulation for annual instruction sessions.

(b) Every person assigned to teach the course in the public schools shall attend the instruction sessions as required by regulation of the Central Education Agency.

APPENDIX C

Texas Education Code, Chapter 21, Subchapter D, Section 21.118 (Senate Bill 506, 63rd Legislature)

21.118 Section 1: Crime and Narcotics Program, Administration

(a) A comprehensive program to provide for an effective state-supported administration of course preparation, instruction and teaching in the public schools of this state, as required by law, on the dangers and prevention of crime, narcotics, and drug abuse shall be developed under policies and regulations of the Central Education Agency. Such program administered by the Agency shall provide for and encompass also the services of the regional education service centers and the school districts of this state, thereby to coordinate and effectuate improvement in instruction, development of teachers therein, and preparation and distribution of instructional materials and guidelines for program development.

(b) Among desired conditions necessary to provide and implement an effective education program, the Central Education Agency in its development of such program shall consider the following:

(1) Carefully conducted assessment(s) of the drug problem of each local school district, to include the needs of students, thereby to provide data on a regional service center and statewide basis and to define specific needs.
(2) Continued training of Central Education Agency, regional education service center and school district personnel in drug-crime education.
(3) Cooperative efforts to educate all members of the community concerning the drug problem and ways community involvement can contribute to the solution.
(4) Continued research and study to define further needs and design of model programs to such needs.
(5) Future accreditation standards and teacher certification requirements.

(c) The commissioner of education shall establish the requirements for teachers who teach in this program.

(d) The comprehensive program authorized by this Act shall be state funded as provided hereafter to include the following:

(1) Administrative costs of the Central Education Agency for program development and administration.
(2) Coordinating and training professional positions assigned to each regional education service center on a formula basis determined by the State Board of Education ensuring one position in each region but allowing for increase in personnel in the more populated regions.
(3) School district costs for materials and staff development.
(4) The commissioner of education shall transmit or cause to be transmitted the money as authorized to be expended herein to the respective regional service centers and school districts pursuant to policies adopted by the State Board of Education providing for the approval and disbursement thereof.